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ABSTRACT

This implementation manual was designed to assist local education agency personnel implement the individualized career plan (ICP) concept in high schools. Questions commonly asked about the ICP are answered. Guidelines are then provided for implementing the four stages of the process: planning, developing, implementing, and evaluating/refining. The 14 tasks involved in the process are described. Sample documents used in implementing the ICP process that were referred to in the guidelines are then provided. Three sample ICP formats--written plan, file folder, and booklet approach--follow. A section on resources for ICP implementation lists sources and available resources as well as addresses and telephone numbers for the Career Guidance Center Network and for Career Education Service Centers. The final section briefly describes related projects and provides contact names and addresses. Appendixes include an article on individualized career planning and lists of ICP field test sites and task force members. (YLB)

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Individualized Career Plan (ICP):

Implementation Manual

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The ICP Implementation Manual is designed to help local educators implement a process to develop Individualized Career Plans for all students in high school. The manula describes the ICP concept, tasks needed to develop the ICP process, a Readiness Scale and Plan of Action, and resources section.

FOREWORD

The Individualized Career Plan (ICP): Implementation Manual has been designed to assist local education agencies to consider implementation of a process that will encourage students to develop career plans. The Manual includes suggestions for implementing an ICP process, sample ICP formats, and resource information.

The suggestions described in this Manual were based on the results of field test activities conducted by fifteen local education agencies in Illinois. The field test activities were initiated as the result of the recommendation of a statewide task force formed by the Illinois State Board of Education, Department of Adult, Vocational, and Technical Education. The task force consisted of forty-two state leaders in the field of vocational education. The task force worked closely with the project staff and field test sites throughout the three-year development and evaluation period. Sincere appreciation is extended to the task force members and field test sites for their excellent contributions to the ICP process.

Career development experiences play an important role in preparing students for their chosen careers. We hope that local education agency staff consider the ICP process as a means of organizing career development experiences for Illinois youth and adults.

Donald G. Gill

Donald G. Gill
State Superintendent of Education

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"Would you tell me please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the cat.

"I don't much care where so long as I get somewhere," Alice added as an explanation.

"Oh, you are sure to do that," said the cat, "if you only walk long enough."

taken from . . .

Alice's Adventures in Wonderland

INTRODUCTION TO THE INDIVIDUALIZED CAREER PLAN (ICP)

Every individual has unique needs, interests, and abilities. Because these personal attributes are basic to the fulfillment of life goals, it is important that students be provided with guidance and direction that will lead them toward satisfying and productive lives. In order to help students meet their personal goals, the local education agency (LEA) is encouraged to guide each student in the development of a written short and long range plan for education, training, and employment. The plan will facilitate the coordination and delivery of relevant learning activities, experiences, and services.

An Individualized Career Plan (ICP) is based on a process that relates a student's formal learning experiences to his/her career goals. The ICP is a tool for students and staff to use to coordinate school career development experiences. An ICP is a written plan of an individual's emerging career goals and the career development activities that will facilitate attainment of those goals.

Although the actual plan should be in written form, it is *important* that the ICP be a dynamic, flexible document. The ICP is a summary statement of the career related activities experienced by the student—it is a roadmap for the future.

It is important that the ICP be student-centered; therefore, the student should have the greatest responsibility for the development and implementation of the plan. Parents, guidance personnel, teachers, and community representatives should be involved to assist the student develop realistic goals and to give direction to the plan.

The ICP should strive to:

(1) provide articulated sequential education and employability planning throughout the school life;
(2) bridge the academic and the vocational experiences;
(3) embrace the concept of the school-community relationship;
(4) facilitate the coordination of support services for special populations; and
(5) encourage the concept of individualization of educational and employability programming.

The Illinois State Board of Education, Department of Adult, Vocational, and Technical Education has accepted the responsibility for providing leadership to LEAs in Illinois by:

(1) encouraging LEAs to develop a procedure for the preparation of an individualized career plan for all students;
(2) assisting LEAs in the development of locally-designed procedures by providing inservice programs, consultant services, and printed guidelines; and by
(3) making available a broad range of sequential employability education programs appropriate to the individual's needs and interests (e.g., assessment, career awareness, exploration, orientation, vocational classroom instruction, work-experience, cooperative vocational education, adult and continuing education, and retraining programs).

The purpose of this manual is to help LEA personnel implement the ICP concept. Many of the career development activities may already be in place. The ICP process will help school personnel coordinate existing career development services and activities to better meet individual student needs.

QUESTIONS COMMONLY ASKED ABOUT THE ICP

QUESTIONS COMMONLY ASKED ABOUT THE ICP

WHAT IS AN INDIVIDUALIZED CAREER PLAN?

An Individualized Career Plan is based on a process that relates a student's formal learning experiences to his/her career goals. The ICP is a tool for students and staff to use to coordinate the school experience with career development. An ICP is a written document that summarizes an individual's emerging career goals and the career development activities that will facilitate attainment of these goals.

WHAT ARE THE COMPONENTS OF AN ICP?

An ICP includes but is not limited to the following information:

1. Career goals
2. Career assessment information (interests, aptitudes, vocational achievement to date, learning styles, etc.)
3. Suggested course sequences leading to the goal(s)
4. Suggested extracurricular activities and career development experiences.

WHO BENEFITS FROM THE ICP?

Students benefit and so do teachers, counselors, and administrators. Students benefit by learning vital concepts and skills as they design and implement their own plan. Students also benefit by receiving the best help possible from the school staff.

DOES THE ICP HAVE TO BE WRITTEN?

Although the ICP does not have to be written on paper, it should be available in some retrievable format. A microcomputer format has been used as one alternative.

WHAT DOES AN ICP LOOK LIKE?

ICP's have been prepared in several different formats depending on the needs of the students in an agency. Sample ICP formats are included in this manual. A brief description of some of the formats follows:

1. Written plan on one or more sheets of paper.
2. File folder in which basic information is recorded on the folder itself and in which summaries of related activities are stored.
3. Career Activity Booklet which contains self assessment activities, graduation requirements, vocational sequences, course offerings at Area Vocational Centers and Community Colleges, and a career plan that coorelates career goals to educational opportunities.
4. Microcomputer diskette for accessing student data.

WHEN IS AN ICP DEVELOPED?

ICP's should be developed no later than the beginning of a student's high school program. The opportunity for the student to participate in sequential program offerings will be increased if plan development is started as early as the freshman year. The ICP is reviewed and updated annually by the student and the guidance counselor or teacher and new activities are planned to correspond to the student's changing needs and interests.

HOW DO YOU KNOW THE ICP WILL WORK?

The ICP was field tested at 15 schools in Illinois. The results of the field test evaluation are summarized below:

1. 100% of the participants agreed that the ICP process increased the student's awareness of the importance of career planning as part of their educational program.
2. 85% of the students developed a personalized plan that related educational and career choices to their own interests, abilities, and aptitudes.
3. 100% of the participants agreed that local schools should assist students in the development of short and long-range plans to education, training, and employment.
4. 100% of the participants agreed that the ICP process should be continued after the field test activities and should be expanded to other schools in Illinois.

HOW IS THE ICP DIFFERENT FROM THE FOUR-YEAR PLAN ALREADY DEVELOPED FOR HIGH SCHOOL STUDENTS?

Four year plans tend to focus primarily on courses that will be taken by the student. The four year plan is one part of the ICP. The ICP also includes the specification of additional experiences that will help a student obtain a career goal.

HOW CAN YOU DEVELOP A PLAN FOR A STUDENT THAT DOESN'T HAVE A CAREER GOAL?

For students who do not have a career goal, the ICP would focus on career exploration activities and career assessment activities. After career goals have been better defined by the student, a more comprehensive plan could be developed.

STUDENTS CHANGE THEIR MINDS SO OFTEN. HOW CAN A FORMAL CAREER PLAN BE DEVELOPED AND MAINTAINED?

The ICP is not designed to force students to make career decisions before they are ready. Many students will change their mind frequently as they explore career opportunities. The ICP is revised and updated to plan for new and emerging career goals.

WHO IS PRIMARILY RESPONSIBLE FOR HELPING STUDENTS DEVELOP THEIR ICP?

The results of field test activities indicated that the guidance counselor is in the ideal position to coordinate the educational experiences related to career development. Many schools also used the classroom teacher to assist the guidance counselors with ICP development.

WHAT HAPPENS IF THE COUNSELOR DOESN'T HAVE TIME?

The time constraints on guidance counselors have been clearly documented. The counselors can set up a teacher advisement program in which the counselors train teachers to conduct the ICP activities. This approach has the advantage of increasing staff participation in career planning and helped to personalize the student-teacher relationship.

IS THE ICP GOING TO RESULT IN A LOT OF EXTRA WORK?

Many schools involved in ICP efforts report that the ICP is really a time saver. After the initial ICP developmental period, most schools report that they are better organized and can be more productive in the limited time they have to spend with students.

IS THE ICP LIKE AN IEP?

While the ICP is similar in concept to the IEP (Individualized Educational Program) process, it is not as time consuming or detailed as an IEP. The ICP process tends to place more responsibility on the student for plan development. The development of the ICP does not require the presence of many professionals to meet at one time. Finally, the ICP is not mandated.

WILL THE ICP HELP STUDENTS LEARN ABOUT THE SEQUENTIAL PROGRAMS AVAILABLE IN THE DISTRICT?

Most ICP field test schools included activities in the ICP process in which students systematically were exposed to program and course offerings. The ICP will help students who are interested in pursuing vocational programs identify vocational sequences and the related offerings at the area vocational center and community college.

WHAT IS THE RELATIONSHIP OF INDIVIDUALIZED CAREER PLANNING TO VOCATIONAL EDUCATION?

Vocational education and employment training are based upon sequences of courses and related learning experiences. ICP enables the student to choose wisely so these sequential courses can be taken into account when preparing for an occupation.

HOW DOES THE ICP SUPPORT THE VOCATIONAL EDUCATION FUNDING SYSTEM?

Based on individual interests, aptitudes, and activities, an ICP is developed to map educational experiences necessary for attainment of career goals. Therefore, ICP development necessitates a student having knowledge of all educational programs and program sequences. The vocational reimbursement process is designed to encourage a student's concentration of training in one career. The information gained through ICP development will not only better enable a student to select a career but will also assist in maintaining a student's direction as they progress through school.

WHAT ARE THE ADVANTAGES OF THE ICP FOR THE LOCAL EDUCATION AGENCY?

The ICP has numerous advantages for the LEA:

1. The ICP will increase accountability for the delivery of educational programs to students.
2. The ICP will facilitate the coordination of services in an efficient and effective manner.
3. The ICP will serve as an effective means to communicate educational experiences to parents of high school students.
4. The ICP will be a time saver for guidance personnel as they work with students and with class schedules.
5. The ICP will help districts attain maximum funding for vocational education programs.

6. The ICP will help districts deliver programs and services in a manner that will enhance their local three-phase evaluation process for vocational education.
7. The ICP will increase articulation of programs and services available through the different agencies that provide education, employment and training in the community (e.g., high schools, area vocational centers, community colleges, rehabilitation services, proprietary schools, CETA, etc.)

DO STUDENTS LIKE THE IDEA OF AN ICP?

Approximately 2,500 students were involved in ICP field test activities. The results of the on-site visitations at the field test sites were overwhelming. Students were excited about the concept and wanted to continue with "their" plan.

HOW IS ICP DIFFERENT FROM WHAT WE ARE ALREADY DOING?

Most schools already have components and processes in place. Communication and coordination within the school is the weakest link of most schools. Coordination of the information flow and of school sponsored activities requires systematic and comprehensive management.

DOES INDIVIDUALIZED CAREER PLANNING REQUIRE THE EXPENDITURE OF MORE MONEY?

Probably not—if the district already has an effective career guidance program. However, implementing the ICP may require the revision of the roles and responsibilities of counselor or advisors.

WHAT RESOURCES DO YOU NEED TO GET STARTED?

Since the ICP is a vehicle for coordinating career related activities, most of the resources may already exist in the school setting. A Readiness Scale, which is included in this manual, has been developed to assess the status of career development activities in an agency. A plan may need to be developed to acquire additional resources or develop additional services if they are not already in place. However, in most cases, the ICP process can be initiated with existing resources and services. The ICP will help students better utilize existing resources.

The resources provided in this Manual will help you get started in ICP development. Additional resources can be obtained from the Illinois Career Guidance Centers, Career Education Service Centers, the Curriculum Publications Clearinghouse, and the Illinois Vocational Curriculum Center. (See Resources Section of this Manual.)

LEAs may wish to submit a Quality Assistance Plan (QAP) to DAVTE to obtain financial assistance for implementing the ICP process. (See Resources Section of this Manual.) The LEA should submit the QAP under the component entitled "Program Development Project."

GUIDELINES FOR IMPLEMENTING ICP PROCESS

GUIDELINES FOR IMPLEMENTING THE ICP PROCESS

PLANNING STAGE

TASK A: Review ICP Concept with the Chief Agency Administrator, Curriculum Director, Vocational Director, Building Administrators, and Student Services Administrator.

1. Schedule a meeting with district superintendent, vocational director, guidance director and principal(s).
2. Discuss the ICP concept and the implications for the district and for the Local Vocational Plan.
3. Obtain approval for investigating the ICP concept within the agency.

TASK B: Identify Members of a Local ICP Task Force.

1. Select representatives from service areas that have a role in the career planning process (e.g., Vocational Director, Guidance Director, Guidance Counselor, Vocational Teacher, Principal(s), Parent, Academic Teacher, Advisory Council).
2. Send a letter to selected members inviting them to serve on the ICP Task Force (Sample Document E).
3. Prepare an agenda for the Task Force meeting (Sample Document F).

TASK C: Conduct ICP Readiness Activity with Task Force.

1. Duplicate ICP Readiness Scale included as Sample Document A.
2. Distribute instruments to Task Force members.
3. Collect instruments and compile results (Sample Documents B, C, D).
4. Decide if other groups need to respond to Readiness Scale.

TASK D: Determine Priorities for ICP Implementation.

1. Review results of the Readiness Scale with the Task Force to determine areas needing improvement.
2. Based on the results of the Readiness Scale, develop a priority list of activities needed to improve career development activities.
3. Translate each priority into a conclusion based on needs assessment and write a recommendation and suggested improvements for each conclusion (Sample Document G).
4. Present conclusions and recommendations to faculty for verification and/or reaction.
5. Review report with Vocational Plan Writer to determine relationship to and impact on the Local Vocational Plan.

DEVELOPMENTAL STAGE

TASK E: Convene Task Force to develop an ICP Plan of Action for the Agency.

1. Visit ICP field test sites to observe ICP process and to discuss ICP procedures.
2. Develop an Action Plan to implement the ICP process (Sample Document H). The following items should be included in the plan:
   a. The personnel who will be involved in ICP activities (counselors, all teachers, vocational teachers).
   b. The components of the ICP to be used in the agency (i.e., what information will be recorded):
      1. Career goals.
      2. Career assessment information (interests, aptitudes, achievement, learning styles, etc.).
      3. Suggested course sequences leading to goals.
      4. Suggested extracurricular activities and career development experiences.
      5. Periodic review/updating procedures.
      6. Other.
   c. The career development activities that exist in the agency that relate to ICP components and will help a student with the career planning (See results of Readiness Scale).

d. The career development activities that need to be initiated in the agency to supplement existing activities (See results of Readiness Scale).
e. A timeline for implementation of the action plan and identification of personnel responsible.
f. The personnel responsible for each activity in the Action Plan.

3. Submit the Action Plan to appropriate agency administrators for reaction and approval to proceed with activities.

TASK F: Develop ICP Format for Local Use.

1. Review sample ICP formats in Appendix.
2. Develop a format appropriate to agency needs.

TASK G: Field Test ICP Format with Sample Group of Students.

1. Train personnel identified in Task E.1 in the ICP process.
2. Select a small number of students to participate in ICP field test activities. Include students of different interest, aptitude, ability levels, and students with different career goals.
3. Hold small group/individual meetings with students and personnel responsible for coordinating ICP activities to explain ICP purpose and related activities.
4. Provide time for students and personnel to meet to develop the ICP.
5. Provide time for personnel to meet with students to provide guidance as they progress through ICP related activities.

TASK H: Convene Task Force to Evaluate Field Test Activities.

1. Develop evaluation instruments to evaluate effectiveness of ICP field test activities (Sample Documents I, J, K).
2. Conduct evaluation activities.
3. Analyze results.
4. Develop recommendations for future implementation on agency-wide basis.

TASK I: Report results of ICP Field Test Activities to Chief School Administrator, Faculty, and Board of Control.

1. Convene the Task Force and prepare a report that summarizes the results of the Readiness Scale and field test activities.
2. Develop a plan for agency-wide implementation of ICP.
3. Present the report and recommendation to the Board of Control and Chief School Administrator.
4. Obtain approval to progress with implementation plans.
5. Distribute a summary of the findings to the faculty and staff.

IMPLEMENTATION STAGE

TASK J: Prepare faculty/staff for implementation of ICP process on an agency-wide basis.

1. Disseminate a summary of the ICP field test activities and recommendations to the faculty and staff (e.g., newsletters, meetings, seminars, inservice).
2. Obtain staff feedback on ICP concept and incorporate information into an inservice plan.
3. Develop an inservice plan to train personnel who will be involved in ICP implementation.
4. Conduct identified inservice activities.

TASK K: Inform Parents of the ICP Process (High School Level).

1. List alternative ways to inform parents of the ICP process.
2. Review models for intensive involvement of parents in ICP process (contact Career Guidance Center Directors for assistance).
3. Invite parent participation in ICP development for their child.

TASK L: Implement ICP Process on Agency-Wide Basis as Specified in Plan.

EVALUATION/REFINEMENT STAGE

TASK M: Evaluate ICP activities after one year period.

1. Convene Task Force to review evaluation instruments used in field test activities (Task H).
2. Revise instruments if necessary.
3. Distribute instruments to a sample of each participating group (e.g., counselors, students, parents, teachers, administrators).
4. Collect and analyze data.
5. Develop recommendations for refinement of ICP process.
6. Refine/expand ICP process as appropriate.

SAMPLE DOCUMENT A
ICP READINESS SCALE

The purpose of this scale is to help the agency determine its readiness to implement Individualized Career Plans (ICPs). The results will be used to plan activities that will improve the career development process for students in the agency. Please respond to each question by circling the answer you consider to be most descriptive.

	Degree of Implementation ***Rate the degree to which each item exists and is being used in the agency.***	**Degree of Importance** ***How important do you think this item is?***
	No 1 2 Yes, But Needs Improvement 3 4 No Improvement Needed 5	Not Important 1 2 Important 3 4 Essential 5
I. Student Background Information		
A. Does the agency have an effective process for obtaining **biographical information** about each student's:		
1. age, grade, group test data	1 2 3 4 5	1 2 3 4 5
2. emerging career interests and goals	1 2 3 4 5	1 2 3 4 5
B. Do counselors, teachers, and advisors **use** the biographical information when they meet with students?	1 2 3 4 5	1 2 3 4 5
C. 1. Is there a **system** for students to change this biographical information as they progress through their school program?	1 2 3 4 5	1 2 3 4 5
2. Do students use this system?	1 2 3 4 5	1 2 3 4 5
II. Student Assessment of Interests and Aptitudes		
A. Do all students take a **career interest inventory?**	1 2 3 4 5	1 2 3 4 5
B. Do all students take a **career aptitude test?**	1 2 3 4 5	1 2 3 4 5
C. Do all students meet with a counselor/advisor to **discuss the results** of interest/aptitude testing?	1 2 3 4 5	1 2 3 4 5
D. Do **parents** receive information about the results of interest/aptitude testing? How? _____ _____	1 2 3 4 5	1 2 3 4 5

	Degree of Implementation					Degree of Importance				
	No		Yes, But Needs Improvement		No Improvement Needed	Not Important		Important		Essential
	1	2	3	4	5	1	2	3	4	5
E. Do students use **information sources** for career exploration:	1	2	3	4	5	1	2	3	4	5
1. career resource library										
2. computerized career information system										
3. career guest speakers										
4. field trips										
5. job shadowing/internships										
6. other (please specify): _____										
_____										
_____										
III. Career Planning Activities										
A. Do students have individual help to translate biographical information, interests, and aptitudes into **career goals?**	1	2	3	4	5	1	2	3	4	5
B. Do students complete a **sequential course of study** (e.g., 4-year plan, 2-year plan)?	1	2	3	4	5	1	2	3	4	5
C. Is it clear to students how courses in the agency are **sequenced for entry** into the labor market or for further education in the following areas:	1	2	3	4	5	1	2	3	4	5
1. Agricultural Occupations										
2. Home Ec Occupations										
3. Industrial Occupations										
4. Business, Marketing, Management Occupations										
5. Health Occupations										
D. Do students utilize vocational sequences to plan their course of study when applicable?	1	2	3	4	5	1	2	3	4	5
E. Do students use information that will help them determine **educational services** related to their career goal:	1	2	3	4	5	1	2	3	4	5
1. Area Vocational Center course descriptions and programs										
2. Community College course descriptions and programs										
3. University course descriptions and majors										
4. Apprenticeship Information										
5. Military Training										
6. Private Trade and Technical Schools										

	Degree of Implementation					Degree of Importance				
	No		Yes, But Needs Improvement		No Improvement Needed	Not Important		Important		Essential
	1	2	3	4	5	1	2	3	4	5
F. Is the information available in questions III. C, D, and E periodically discussed with students in relationship to their **emerging career goals?**	1	2	3	4	5	1	2	3	4	5
G. If asked, could students describe:										
1. their emerging career goals?	1	2	3	4	5	1	2	3	4	5
2. the education and training needed to obtain the career goal?	1	2	3	4	5	1	2	3	4	5
3. sources of education and training related to their career goal(s)?	1	2	3	4	5	1	2	3	4	5
4. employment conditions related to their career goal (job market, salary, work environment, etc.)	1	2	3	4	5	1	2	3	4	5
H. Is there a method for **identifying special learning needs** to students related to their career goals (reading skills, math skills, sociability skills, physical adaptations)?	1	2	3	4	5	1	2	3	4	5
I. Is there a systematic method for helping students obtain the **support services** required to meet their special needs?	1	2	3	4	5	1	2	3	4	5
J. Do students participate in activities that will develop **pre-employment skills** (e.g., resume development, interview techniques, job search skills)?	1	2	3	4	5	1	2	3	4	5
IV. Review and Revision										
A. Is there a systematic process for students to **periodically review** their stated career goals and revise their educational plans according to new interests?	1	2	3	4	5	1	2	3	4	5
B. Are **target dates** specified for each student for the review of their career plans and related services?	1	2	3	4	5	1	2	3	4	5
C. Do students use assessment techniques to **reassess** abilities, interests and aptitudes as their career goals change?	1	2	3	4	5	1	2	3	4	5

	Degree of Implementation					Degree of Importance				
	1	2	3	4	5	1	2	3	4	5
V. **Coordination and Communication** **Review Sections I-IV of this questionnaire.**										
A. Does each student have a **written career plan** that summarizes the results of the activities described in Sections I-IV?	1	2	3	4	5	1	2	3	4	5
B. Does the agency have a method for **coordinating** the career related activities described in Sections I-IV?	1	2	3	4	5	1	2	3	4	5
C. Is there a method to **communicate** the student career goals/plans to relevant teachers and support service personnel?	1	2	3	4	5	1	2	3	4	5
D. To what degree are **parents** involved in the career planning process?	1	2	3	4	5	1	2	3	4	5
E. Do **parents** receive a copy of the student's **career plan?**	1	2	3	4	5	1	2	3	4	5
F. Are there established procedures for matching community services with student needs?	1	2	3	4	5	1	2	3	4	5

SAMPLE DOCUMENT B
INTERPRETATION OF ICP READINESS SCALE

The activities described in Sections I-IV of the ICP Readiness Scale will facilitate the ICP process. It is not necessary to have all of the components in place in order to implement ICP's. Each agency should decide the activities that are applicable for their students. Many of the activities may already be in place and may only need to be better coordinated to serve individual students. The ICP process can serve as a coordination and communication vehicle for an agency interested in the career planning needs of its students (Section V of the ICP Readiness Scale).

Each section of the ICP Readiness Scale should be reviewed to determine perceived strengths and weaknesses in the agency. Priorities for ICP implementation can be developed based on the results of the ICP Readiness Scale.

1. Tally the responses of each question. A separate tally should be conducted for each of the two colums "Degree of Implementation" and "Degree of Importance".

	Degree of Implementation					Degree of Importance				
	1	2	3	4	5	1	2	3	4	5
SAMPLE Do parents receive information about the results of interest/aptitude testing?		III	III						IIII	

2. Calculate an average for each question by multiplying the number of responses for each rating by each response value. Add the multiplied values and divide by the total number of responses. In the sample above, the average would be (2.0 for Implementation) and (4.1 for Importance).

	Degree of Implementation					Degree of Importance				
	1	2	3	4	5	1	2	3	4	5
SAMPLE	5	+ 6	+ 9	= (20)					16	+ 25 = (41)

$$\frac{20}{10} = 2.0 \qquad \frac{41}{10} = 4.1$$

3. The averages should be reviewed for each item to determine strengths and weaknesses.

4. Several methods of interpretation could be used.

   a. **Simple ranking** of the average from high to low. A ranking should be developed for each category, "Implementation" and "Importance". The items ranked as lowest in implementation should be compared with their corresponding importance value. The reverse procedure could also be used, i.e., the items ranked as most important could be compared with their corresponding implementation values. Those items found to be high in importance and low in implementation should be given priority in development.

   b. The data could be graphed to give a visual analysis (see Sample Document E). In Sample Document E, the * represents the average response for implementation of each question and the # represents the average response for the importance of each question. The data could be analyzed for each item and/or for each part.

   In Sample Document E, the agency task force reported that most elements of the career planning process were in place for:

   PART I Background Information
   PART II Assessment
   PART III Planning Activities

   However, the agency did not have the elements implemented for Section IV of the ICP Readiness Scale, Revision, or Section V of the ICP Readiness Scale, Coordination. The task force had rated all of these items as highly important. Therefore, the task force might designate Revision and Coordination activities as priorities in the Career Planning Process.

SAMPLE DOCUMENT C
GRAPH OF ICP READINESS SCALE RESPONSES

SAMPLE DOCUMENT D
GRAPH OF ICP READINESS SCALE RESPONSES

SAMPLE DOCUMENT E

LETTER OF INVITATION TO TASK FORCE MEMBERS

September 30, 1982

Dear John,

Community High School District 00 has the continuing concern of developing better ways to meet the needs of its students. In particular, high school students need to be informed about career choices, and they need to be equipped with the skills and abilities necessary to make sound realistic career decisions. One of the most difficult decisions for a student to make is choosing what kind of career he or she would like to pursue.

We would like to investigate alternative ways to better coordinate the career development activities that exist in the district. The Individualized Career Plan (ICP) is a process which has been developed on a statewide basis to enhance career development and planning for individual students. We would like to form a task force to assess the career development activities at our school and to consider implementing an ICP process for our students.

The purpose of this letter is to invite you to serve on the ICP Task Force for Community High School 00. We feel it is important to have representatives from several areas such as vocational education, guidance, administration, and English. In addition, we feel it is important to have parents involved in the career planning process. Therefore, you have been selected to serve on the task force to represent your counterparts in the district.

The major goal of the task force will be to review the ICP concept and to determine its compatibility with the district's needs and goals. The task force will also be involved in developing a plan of action to implement the ICP process if it is considered to be appropriate for CHS 00.

We hope that you will be able to participate on the ICP Task Force so that CHS 00 can better meet the career development needs of our students.

The first meeting of the Task Force will be held on September 15, 1982 at 3:30 p.m. in the Superintendent's Conference Room. We hope that you will be able to attend. A reply form is enclosed for your convenience. We look forward to hearing from you.

Sincerely,

Mary Smith
Superintendent

SAMPLE DOCUMENT F

AGENDA

Task Force on the Individualized Career Plan (ICP)
Anytown Community High School

Date **Room**
Time

I. Introduction of Task Force Members

II. Overview of Career Development Activities

III. Overview of ICP Process
   a. Slide-tape presentation
   b. Brochure distribution

IV. Need for Investigating ICP Process

V. Group Discussion of Career Development Needs and the ICP Concept

VI. ICP Readiness Scale Activity (Sample Document C)

VII. Decision Concerning ICP Potential for District and Future Plans

VIII. Outline Future Investigation Activities (Samples Listed Below)
   a. Identify Existing Career Development Activities Related to ICP
   b. Identify Student/Parent Attitudes and Perceived Need for ICP
   c. Identify Teacher Attitudes and Perceived Need for ICP
   d. Identify Administrator Attitudes and Perceived Need for ICP
   e. Identify Counselor Attitudes and Perceived Need for ICP

IX. Assign Investigation Activities to Task Force Members

X. Determine Future Meeting Date to Review Documents

SAMPLE DOCUMENT G

FORMAT FOR DEVELOPMENT OF CONCLUSIONS BASED ON ICP READINESS SCALE

District _____ Date _____

Page _____

CONCLUSIONS	SUGGESTED IMPROVEMENTS
RECOMMENDATIONS	

SAMPLE DOCUMENT H

ICP PLAN OF ACTION

This format is designed to assist an agency develop a Plan of Action to implement the ICP concept. It is assumed that a Task Force has been established, that the ICP Readiness Scale has been administered, and that the results have been compiled. Parts of the Plan may be developed by small groups of the Task Force and/or other relevant groups and consensus can then be obtained from the entire Task Force.

PART I: RATIONALE FOR ICP IN LOCAL EDUCATION AGENCY

Write a brief rationale for the decision to implement the ICP process in your district. The rationale should be based on the discussions and activities of the ICP Task Force.

Consensus of Task Force Obtained: _____
Date

PART II: PRIORITIES FOR ICP DEVELOPMENT

List the priorities for development of the ICP activities that were determined as a result of the ICP Readiness Scale. Each priority should be stated briefly. List the priorities in rank order.

PART III: GOAL DEVELOPMENT

Translate each priority into a goal statement. Complete a Goal Sheet for each of the priorities that will be addressed in the current school year. (See attached Goal Sheets.) Develop a goal statement for each priority and list the activities necessary to accomplish the goal. Complete each column that relates to the activity (number of students, resources needed, personnel responsible, timeline, evaluation method). The Conclusion Sheets developed earlier will be helpful.

PART IV: DETERMINE ICP COMPONENTS

Discuss the basic components of the ICP with the Task Force. Obtain a consensus on those that will be included in your agency's ICP.

_____ Statement of career goals.

_____ Summary of assessment information

- _____ Career Interest Survey Results
- _____ Career Aptitude Test Results
- _____ Achievement Test Scores
- _____ Other: _____
- _____ _____
- _____ _____

_____ Suggested Course/Program Sequences and yearly plan for student.

_____ Statement of related career development activities (suggested for future and completed activities)

_____ Statement of career related extracurricular activities and work experience.

_____ Other: _____
_____

PART V: DESIGN AN ICP FORMAT

Develop a format that will include the information that will be contained in the ICP (i.e., items determined in Part IV of the ICP Readiness Scale). Design the contents of the format.

_____ Paper Document

_____ Booklet Format

_____ File Folder Format

_____ Microcomputer Format

_____ Other

Consensus Obtained from Task Force: _____
Date

PART VI: DESIGN FIELD TEST ACTIVITIES

a. Number of students in field test: _____

b. Grade level(s) of students in field test: _____

c. Number of ICP forms to be duplicated: _____

d. Personnel who will field test ICP activities:

Name	Position

e. Conduct inservice training for above personnel:

Date of inservice: _____

Who will conduct activities: _____

f. What activities will be conducted: _____

g. Determine student activities that will need to be conducted before an ICP can be developed for each student. List below:

h. Arrange for small group/individual meetings with students and personnel to develop ICP for each field test student.
Meeting times:

i. Determine plans for ongoing guidance and assistance to students.

PART VII: EVALUATION/REFINEMENT

a. Describe evaluation activities for all participating parties in field test, i.e., how will you obtain feedback on the effectiveness of the ICP from:

Students:

Parents:

Counselors:

Teachers:

Administrators:

Task Force:

Local Advisory Council for Vocational Education Members:

b. Conduct evaluation activities, interpret results, and develop a report.

PART VIII: REVISE ICP ACTIVITIES/FORMAT

a. List refinements needed in ICP process based on results of field test activities:

b. Revise ICP process according to suggestions in VIII.a.

PART IX: IMPLEMENT ICP ON AGENCY-WIDE BASIS

Starting Date: _____

Annual Review Period: _____

PART X: RE-EVALUATE ICP PROCESS BASED ON AGENCY-WIDE IMPLEMENTATION AND LIST NEEDED REVISIONS

GOAL:

ACTIVITIES	NUMBER OF STUDENTS	RESOURCES NEEDED (Human, Material, Financial)	PERSONNEL RESPONSIBLE	TIMELINE	
				Starting Date	Target Date

GOAL SHEET

SAMPLE DOCUMENT I

STUDENT EVALUATION OF THE NINTH-GRADE ICP PROGRAM

During the year, we have tried to give you an introduction to career education. In order to decide what job you want, you first have to know what you like, what you do well, and how you feel about what you do. Please rate the areas we have covered this year.

	Helpful	Not Helpful
1. Career Clusters Inventory	128	105
Speaker from Lewis and Clark	62	131
Worksheets	86	94
2. COPS Interest Inventory	137	31
Attitude Worksheets	98	64
3. MAP YOUR FUTURE	151	17
Four-year Plan	135	47
4. ICP Profile	116	65
5. Film — PACK YOUR OWN CHUTE	64	118

SAMPLE DOCUMENT J

A QUARTERLY SELF ASSESSMENT FOR COUNSELORS/ADVISORS

GOALS	YES	NO	I STILL NEED TO
Quarter 1 1. I have had at least one conference with each of my advisees this quarter. 2. I have contacted the parents of each new advisee to introduce myself and to encourage their participation in program planning. 3. Each of my advisees has a carefully thought-out career program for the remainder of this year.			
Quarter 2 1. I have had each advisee set both long-range and short-range career goals. 2. I am pleased with the relationship I have developed with each advisee. 3. I have explored with each of my advisees their interest in a career or career cluster and have introduced them to the career cluster packets.			
Quarter 3 1. I have had a program planning conference with each of my advisees and his/her parents. 2. I have participated in at least one Career Development inservice activity. 3. I have used at least five activities from the *Occupational Survival Skill Handbook.*			
Quarter 4 1. I am pleased with the relationship I have developed with each of my advisees. 2. I have suggested at least one change to improve school climate or curriculum. 3. My ICP goals for next year are:			

SAMPLE DOCUMENT K

PARENT QUESTIONNAIRE

PARENTS! WE NEED YOUR HELP! This questionnaire is part of a random survey of parents to evaluate the effectiveness of the Individualized Career Plan (ICP) program. It deals with the benefits of the program to your son/daughter as well as your involvement in the program. When you've completed the survey, please return it to school with your son/daughter as soon as possible. Thank you for your participation.

These questions should be answered as they apply to the son/daughter who brought the questionnaire home.

1. This year my son/daughter is a
   _____ Freshman
   _____ Sophomore
   _____ Junior
   _____ Senior

2. His/her school is: _____ McCluer Senior _____ Aquinas
   _____ Florissant Jr. _____ Cross Keys Jr.

   Who is your child's counselor/advisor? _____

3. My child's counselor/advisor has given me the opportunity to help plan my child's educational program. ____ Yes ____ No

4. I have seen a copy of my child's career plan. ____ Yes ____ No

5. I have discussed the career plan with my child. ____ Yes ____ No

6. Rate the Career Planning Program as you know it.
   _____ Excellent
   _____ Good
   _____ Fair
   _____ Poor
   _____ I don't know what the Career Planning Program is.

7. In your opinion, does this school offer activities that will help your son/daughter plan and obtain realistic career goals?
   _____ Yes, definitely
   _____ Most of the time they do
   _____ Occasionally they do
   _____ No, they do not

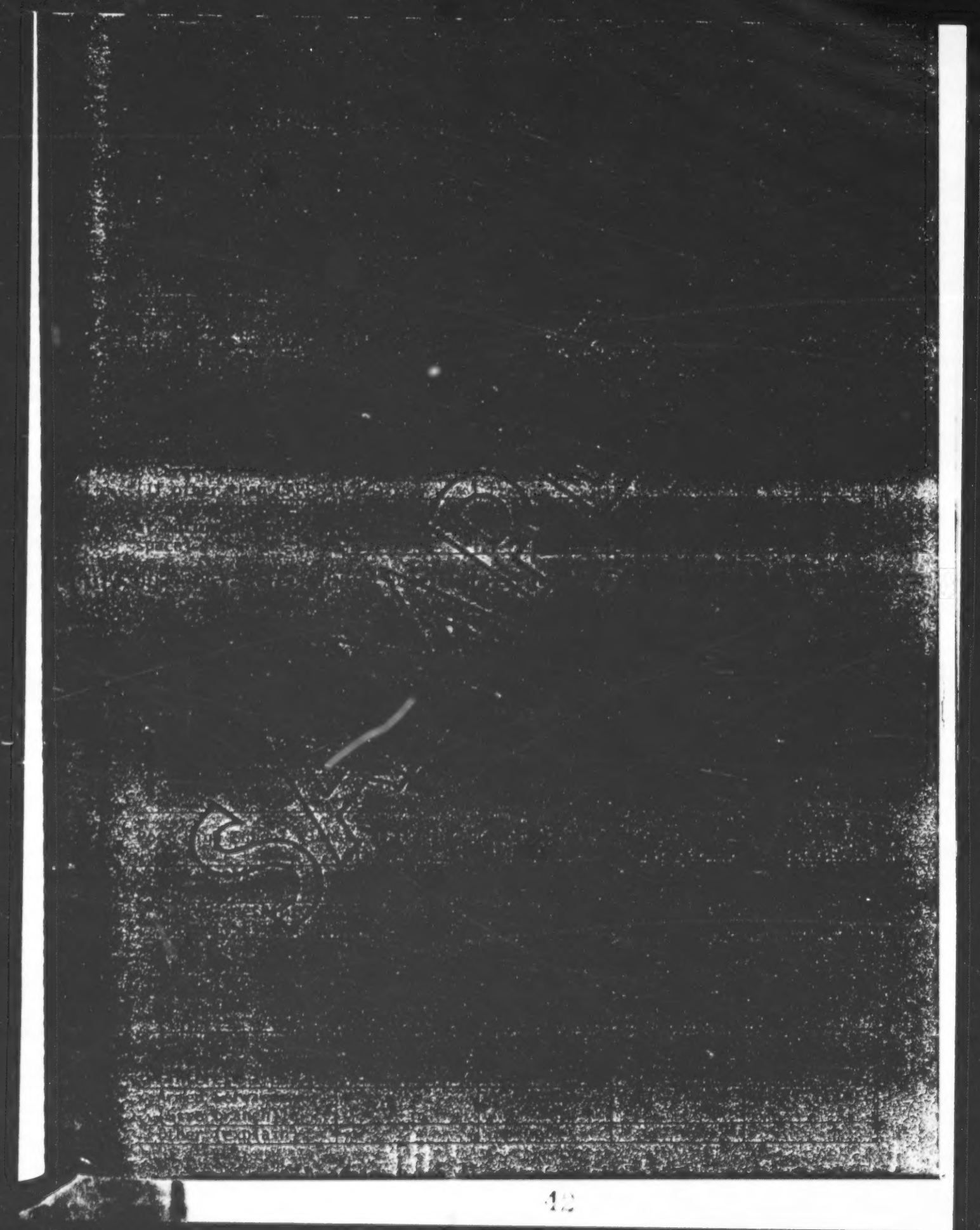
8. You can be of further help. It would be very valuable to hear about your experiences with the Career Planning. Please feel free to tell us anything that will help us improve career planning services:

   _____

   _____

   _____

SAMPLE
ICP FORMATS



Name _____ Year of Graduation _____

IVCHS - 4 YEAR PLAN SHEET

		Letter Grades Sem. 1	Sem. 2	CREDITS
9	English I Math Science Elective(s) P.E. I (½ cr.)			Freshman Credits (4 ½)
10	English II Electives (at least 3 credits) P.E. II (½ cr.)			Sophomore Credits (4 ½) Total Credits (9)
11	English III - 2 sems. (1 Literature and 1 Writing) US History Electives (at least 2 credits) P.E. III (½ cr.)			Junior Credits (4 ½) Total Credits (13 ½)
12	English IV (2 sems. electives) Electives (at least 3 credits) P.E. IV (½ cr.)			Senior Credits (4 ½) Total Credits (18 required for graduation)

SAMPLE

Required Courses Checklist

Science (1 credit)	____	Health (½ credit)	____
Math (1 credit)	____	Driv. Train.--Classroom (½ cred)	____
English I	____	Behind the Wheel	____
English II	____	-Cons. Ed. (9 wks.)	____
English III	____	-Intro. to Business	____
English IV	____	Cons. Ed. Requirement ---	
US History	____	-Economics	____
Constitution Exams	____	-Adult Living	____
P.E. I ___ II ___ III ___ IV	____	-Consumer Rel. Math	____
		-Resource Management	____

Principle interest areas:

1.

2.

Career reports requested:

Occupational Outlook Handbook Readings:

Results of Counseling Sessions:

Career Goal after taking CVIS:

SAMPLE

PROPOSED FOUR-YEAR PLAN

Grade 9

1. English I
2. Math (Gen. or Alg. I)
3. Science (Phys. or Earth)
4. Elective
5. Elective
6. PE

TOTAL

Grade 10

1. English II
2. Math (Alg I or II) or Geometry
3. Science (Earth or Bio I)
4. Dr. Ed./Health
5. Elective
6. PE

TOTAL

Grade 11

1. English III
2. US History
3. Elective
4. Elective
5. Elective
6. PE

TOTAL

Grade 12

1. Econ. or Adult Liv/ Cons. Ed.
2. Elective
3. Elective
4. Elective
5. Elective
6. PE

TOTAL

(Last Name) (First Name) Fr. Soph. Jr. Sr.
(circle)

ENGLISH
___ English I
___ English II - L & S
___ Practical Writing(½)
___ Business English (½)
___ Creative Writing (½)
___ Journalism (½)
___ Comp & Gram (½)
___ Doc Papers (½)
___ Science Fiction (½)
___ Mythology (½)
___ American Lit (½)
___ World Lit (½)
___ Oral Interp (½)
___ Competitive Speec(½)
___ Mass Media (½)
___ Practical Speech (½)
___ Public Speaking (½)

SOCIAL STUDIES
___ Intro to Soc Sci(½)
___ Economics (½)
___ Social Problems (½)
___ Government (½)
___ World History
___ Geography (½)
___ US History
___ Sociology (½)
___ Human Behavior (½)
___ Exploring Illinois (½)

LANGUAGES
___ Spanish I
___ Spanish II
___ Spanish III
___ Spanish IV
___ French I
___ French II
___ French III
___ French IV
___ German I
___ German II
___ German III
___ German IV

MATHEMATICS
___ Gen Math
___ Basic Algebra
___ Algebra I
___ Plane Geometry
___ Algebra II
___ Trig & Analyt Geometry
___ Consumer Rel. Math (½)
___ Pre-Calculus Math
___ Computer Program I(½)
___ Computer Program II(½)

SCIENCE
___ Science Orient.
___ Biology
___ Chemistry
___ Physics
___ Adv Chem - Phys
___ Ecology (½)
___ Anat & Phys (½)

ART & MUSIC
___ Art I
___ 2-Dim Design (½)
___ 3-Dim Design (½)
___ Ceramics & Sc (½)
___ Paint & Drwg (½)
___ Band
___ Chorus
___ Music Theory I
___ Music Theory II

BUSINESS EDUCATION
___ Intro Business
___ Recordkeeping (½)
___ Prin of Bus Mgt & Marketing (½)
___ Typing I
___ Typing II
___ Bus Typing (½)
___ Accounting I
___ Accounting II
___ Shorthand I
___ Shorthand II
___ Office Practice
___ Bus Mach - Cal (½)
___ Intro Data Proc(½)
___ Consumer Educat(½)

HOME ECONOMICS
___ Home Ec Orien.
___ Clothing I (½)
___ Food I (½)
___ Child Development
___ Appar & Accessories
___ Parenting
___ Living Environment
___ Resource Management
___ Adv Foods
___ Adult Living
___ Independent Living
___ HERO

GUIDANCE
___ Prep for Col Adm (Q)
___ Making Career Decision (Q)
___ Finding a Job (Q)

INDUSTRIAL EDUCATION
___ Occ Exp Orientation
___ Woods I (½)
___ Woods II (½)
___ Metals I (½)
___ Metals II
___ Elect I (½)
___ Elect II
___ Drafting I (½)
___ Drafting II
___ Arch Drafting I (½)
___ Arch Drafting II
___ Welding
___ Power Mech (½)
___ Auto Mech (M)
___ Co-op Work Program (M)
___ ICS - Vocational (M)
___ Cosmetology (M)

DRIVER EDUC, HEALTH AND PHYSICAL EDUCATION
___ Driver Education (¼)
___ Health Education (½)
___ PE II
___ PE III
___ PE IV

SPECIAL ACTIVITES
___ Yearbook
___ Cafe Work

HEALTH OCCUPATIONS
___ Orientation
___ Introduction
___ Health Care Aide

VOCATIONAL AGRICULTURE
___ Intro to Agr Occup
___ Supervised Occup Exp Prog I
___ Adv Agr Occup
___ Agr Mechanics
___ Supervised Occup Exp Prog II
___ Agr-Business Mgmt

STUDENT'S SIGNATURE

(½) ONE SEMESTER COURSE - ½ CREDIT
(Q) QUARTER COURSE - ¼ CREDIT
(M) MEETS MORE THAN ONE PERIOD PER DAY

SAMPLE

INDIVIDUALIZED CAREER PLAN

NAME OF STUDENT _____

GRADE _____

CAREER DESIRED, IF KNOWN _____

GOAL: To increase student awareness of the importance of career planning and preparation as an integral part of their education program.

1. The student will become more knowledgeable about a specific career area.

2. The student will undertake a future educational program to assist him/her in attaining Goal #1.

ACTIVITIES:

1. Student will participate in computerized Vocational Information System.

2. Student will have several individual counseling sessions to identify possible careers and to choose activities and programs for increasing career awareness.

3. Previous achievement test scores will be analyzed to determine possible strengths and weaknesses.

4. Student will be encouraged to read pertinent sections of Occupational Outlook Handbook.

5. Student and counselor will develop a "Four Year Plan" to help in choosing high school courses pertinent to career goals.

DATA:

Previous achievement scores:

CVIS-BVIS results:

SAMPLE!

SAMPLE

INDIVIDUALIZED CAREER PLANNING FOLDER

Student Name _____ (Last) (First) (MI)

CAREER ACTIVITIES PROFILE

NAME: _____ BIRTHDATE: _____

ADDRESS: _____ TELEPHONE: _____

SOCIAL SECURITY NUMBER: _____ GRADUATION DATE: _____

CLASS RANK: _____ OF _____ (AFTER SEVENTH SEMESTER) PARENT OR GUARDIAN: _____

PHOTOGRAPH

SCHOLARSHIP, ATTENDANCE AND CONDUCT RECORD

Ninth	1st Sem. Gr.	2nd Sem. Gr.	Days Absent	Conduct	Tenth	1st Sem. Gr.	2nd Sem. Gr.	Days Absent	Conduct	Eleventh	1st Sem. Gr.	2nd Sem. Gr.	Days Absent	Conduct	Twelfth	1st Sem. Gr.	2nd Sem. Gr.	Days Absent	Conduct

CONDUCT CODE: 1 = Excellent 2 = Average 3 = Needs Improvement

Job Experience

Employer's Name and Address (List most recent employer first)	Date MO/YR	Supervisor's Name and Title	Describe Duties Briefly
1 Employer's Name	From		
Address	To		
2 Employer's Name	From		
Address	To		

EXTRA-CURRICULAR ACTIVITIES

Activity	Year	Office Held (If any)

HONORS AND AWARDS

TESTS*	Yes	No
OTIS-LENON		
NEDT		
CVIS		
COPS		
GATB		
PSAT/NMSQT		
ACR or ACT		
ASVAB		
IOWA BASICS		

*Scores are available

WORK HABITS AND PERSONAL TRAITS

	10	12
Dependability		
Relationship with Others		
Leadership		
Industriousness		
Mental Alertness		
Thoroughness		
Compatibility		
Attitudes and Habits		

Code: 1 = Excellent
2 = Good
3 = Fair
4 = Poor
5 = No chance to evaluate. Not related to evaluator's field.

OCCUPATIONAL PREFERENCES: _____

INTERESTS: _____

CHURCH AND COMMUNITY ACTIVITIES: _____

VOCATIONAL SKILLS	Yes	No
Typewriting (speed)		
Shorthand (speed)		
Accounting		
Electronics		
Metals		
Foods		
Clothing		
Welding		
Auto Mechanics		
Woodworking		
Other		

Types of office or industrial machines you can operate: _____

CAPS CHECKLIST

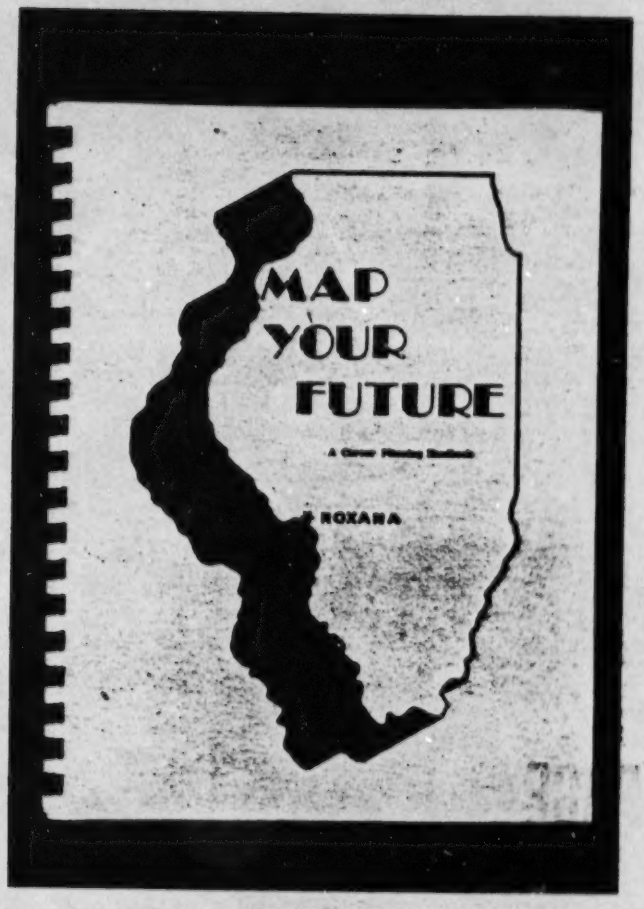
The following areas have been covered:

Study of careers	
Study of job traits	
Writing of resumes	
Writing of letters of application	
Participating in mock interview	
Writing thank-you letters	

Other areas: _____

The information contained in this folder has been compiled jointly by the student and the faculty. To obtain additional information, including an official transcript, contact Roxana High School Office, 618/254-7550.

SAMPLE ICP FORMATS



SAMPLE PAGES FROM MAP YOUR FUTURE
A CAREER PLANNING HANDBOOK
developed by
ROXANA HIGH SCHOOL

22

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN BUSINESS AND OFFICE EDUCATION

SAMPLE PAGES FROM HORIZON: INDIVIDUAL SCHOOL AND CAREER PROGRAM
developed by
RICH TOWNSHIP DISTRICT 227

Division

_____
Student

Please indicate what your intentions are following graduation:

Intentions	Male	Female
Attend a 4 - year college or university		
Attend a junior or community college		
Attend other post-secondary school, e.g., business college or technical institute		
Continue education but undecided on type of school		
Enter work force		
Undecided about further education		
Military		
Unknown		

Scholarship/Financial Aid Report

Please list all scholarships and financial awards (HSC, which you have received). There will be a list of scholarship recipients printed in the Awards Night Program.

Name of Scholarships/Financial Aid Awards

_____

_____

Final Transcript Request

Please identify the name of the college or career/technical school that you will be attending next year. A copy of your final high school transcript will be sent in JUNE to the college or technical school listed below.

College or Career/Technical School

_____

_____

High School Preparation

1. *High School Preparation*
2. *Cooperative Vocational - Educational Program*
3. *Sauk Area Career Center*
4. *Vocational Sequential Courses*
   Academic Sequential Courses

SAMPLE PAGES FROM HORIZON: INDIVIDUAL SCHOOL AND CAREER PROGRAM
developed by
RICH TOWNSHIP DISTRICT 227

III. *Values Effecting Work Situations and Environment*

Ideas about the ideal work place are different for each person. Find out what you think is important by checking the space that best describes what you want in a job.

Importance

	very	somewhat	some	somewhat	very	
Work for group						Work for self
Work alone						Work with others
Specific duties						Creative
Close supervision						No supervision
Little responsibility make few decisions						Big responsibility, make many decisions
Short hours - 8 hours maximum						Long hours, weekend work usual
Regular hours						Possible overtime
Variety of duties						Same duties each day
Challenge and risk						Work offers security
Fast pace, high pressure						Slow pace, low pressure
Can see end result						Can't see end result
Work indoors						Work outdoors
Willing to move anywhere						Work only in one location
High prestige						Low prestige
Live close to work						Live ½ hour or more away
Close work with machines						Little work with machines
Frequent travel						Little or no travel
Early retirement						No work after 65

RESOURCES FOR ICP IMPLEMENTATION

RESOURCES FOR ICP IMPLEMENTATION

SOURCE	RESOURCES AVAILABLE
ICP PROJECT Illinois State University Turner Hall 205 Normal, Illinois 61761 **Contact:** Catherine (Cookie) Batsche Toni McCarty (309) 436-6627 (309) 438-3627* *after 12-18-82	ICP Implementation Manual Slide-Tape Program Technical Assistance/Consultation
ICP FIELD TEST SITES (see list in Appendix)	Technical Assistance On-Site Visits Satellite Sites (limited number)
CAREER GUIDANCE CENTERS (see list in this section)	Technical Assistance Workshops Information About Funding Sources
CAREER ED SERVICE CENTERS (see list in this section)	Technical Assistance Workshops Information About Funding Sources
CURRICULUM PUBLICATIONS CLEARINGHOUSE Western Illinois University Horrabin Hall 47 Macomb, Illinois 61455 **Contact:** Gene Miller (800) 322-3905 (309) 298-1917	Career Development Materials (cost recovery materials)
ILLINOIS VOCATIONAL CURRICULUM CENTER Sangamon State University Springfield, Illinois 62708 **Contact:** Rebecca Douglass (800) 252-8533 (217) 786-6375	Career Development Materials (free loan materials)
ILLINOIS STATE BOARD OF EDUCATION 100 North First Street Springfield, Illinois 62777	
Contact: Research and Development Section (217) 782-4620	Quality Assistance Plans
Contact: Joan Gardner Lynn Trout Joe Helbling (217) 782-5098	Career Guidance Consultants

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   DeKalb, Illinois 60115
   (815) 758-8597

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   Career Guidance Center Director
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11. Jim Henry
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12. Don Davis/Linda Blackman
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6. Anne Gray
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   Illinois Center for Educational Improvement
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   Phone: (217) 424-3415

7. Chris Francisco, Project Director
   West Central Region Center
   Education Service Center
   Box 556
   Macomb, Illinois 61455
   Phone: (309) 837-4821

8. Doris Odem
   Chicago Board of Education
   228 North LaSalle Street
   Chicago, Illinois 60466
   Phone: (312) 641-4432

RELATED PROJECTS

RELATED PROJECTS

DESCRIPTION

COMPUTERIZED CAREER ASSESSMENT AND PLANNING PROGRAM

The Career Awareness and Planning Program is a microcomputer-assisted planning process. CCAPP is designed to involve the student in a systematic approach to making career decisions. CCAPP allows the student to find out what his/her career interests are, systematically determine what jobs relate to his/her career interests and abilities and develop an orderly plan to enter or prepare to enter the occupation of his/her choice. The manual contains a detailed explanation of how to effectively use the CCAPP, a comprehensive software and data system for self-directed career exploration and planning.

Cost: Approximately $400.00 for book and eight diskettes for Apple Microcomputer

TO ORDER, CONTACT:

Steve Hyre
Systems Designs Assoc., Inc.
723 Kanawha Blvd., East
Charleston, West Virginia 25301
304/342-0769

DESCRIPTION

DEVELOPING EDUCATIONAL PLANS FOR INDIVIDUAL STUDENTS

Valley Public Schools, Nebraska

The Developing Educational Plans Project addresses some of the most prevalent problems in our public school system today. Many schools are lacking the community support necessary for appropriate funding; others are wrangling with the increasing number of demands for individualized programs. The DEP Project is designed so that the teacher, parent and student work together to develop an educational plan for each student.

The resources of the school are then integrated with the opportunities of the community to more efficiently fulfill the needs of the plans. Community experiences are planned to meet group needs which are not already covered by the regular school curriculum. More specialized needs are met by designing individual trips or activities carried out by the parent and/or student.

Two major descriptors of the project are (1) the parent-student-teacher conferences during which student interests, strengths, problems, and test data are shared, and (2) an educational plan designed during the conferences and tailored to individual characteristics of the student characteristics.

School policies and curriculum, inservice activities and personnel evaluations are reviewed each year and compared with the data obtained from the parent-student-teacher conferences. This allows the school decisions to be directly responsive to student and parent needs.

Results of the project show that students, particularly secondary students, feel better about themselves as a learner and the parent response has been extraordinarily positive both in terms of participation and evaluative comment.

The K-12 aspect of the program coupled with the effective information-gathering device of the conference provide for the utmost utilization of available resources. The result is an intimate relationship with the community and, more importantly a more personalized education for the students involved in the project.

TO ORDER, CONTACT:

John Johnston, Superintendent
Valley Public Schools
401 South Pine Street
Valley, Nebraska 68064

DESCRIPTION

A DO-IT-YOURSELF GUIDE FOR THE DEVELOPMENT OF INDIVIDUALIZED VOCATIONAL EDUCATION PROGRAMS (IVEPs) FOR DISADVANTAGED STUDENTS

Stephen Lichtenstein
Larry Cormier

The booklet describes a simple process for the development of IVEPs for disadvantaged students. The process includes referral, classification, plan development, implementation, monitoring, and evaluation. A sample IVEP form is included.

COST: may be purchased in microfiche or hardcopy for a small fee.

TO ORDER, CONTACT:

Myron Corman
Northeast Network for Curriculum Coordination
Building 4103—Kilmer
Rutgers University
New Brunswick, New Jersey 08903

DESCRIPTION

INDIVIDUALIZED CAREER EDUCATION PROGRAM

Joan Smutny
Betty Butler

ICEP (Individualized Career Education Program) has been a three-year, privately funded program involving National College of Education and a local school system. The program's purpose was to initiate and implement career education activities for junior high school students, involving teachers, community volunteers and parents. The program has proved effective in its positive impact upon participants.

The ICEP BOOK, which is now available, will help teachers and administrators develop a program of career education for junior high school students. Many of the activities are applicable for high school students.

The ICEP BOOK is a compilation of the actual materials used in the program. It includes guides, forms, questionnaires, activities, assessments, and hands-on materials for use by junior high school students, teachers, school personnel, community members, and parents.

The ICEP BOOK will help you:

Design—an effective individualized career education program for junior high school students.

Attract—a student group of diversified interests, activities, talents, and needs, and offer something of value for the growth of each one.

Utilize—the community for a leadership role in the development of a career education program to benefit students and community.

Include—parents to strengthen communication with community and students.

Assess—the growth of students and the program's impact upon them.

COST OF ICEP BOOK — $2.75

TO ORDER, CONTACT:

National College of Education
Joan Smutny
2840 Sheridan Road
Evanston, Illinois 60201

DESCRIPTION

TEACHER ADVISEMENT PROGRAM
Ferguson-Florissant School District, Missouri

The goals of the Ferguson-Florissant School District's Advisement Program are to affect, in a positive way, student attitudes toward self and school and to deliver more personalized and helpful guidance services to students and their parents. These goals are accomplished through the creation of an ongoing personal interaction process between a teacher (advisor) and student (advisee). Each professional staff member assumes the responsibility for working closely with a small group of 16 to 20 students and their parents during the course of each student's enrollment in the school. The objectives for the Advisement Program are: (1) students will show positive development in their self concepts (based on pre- to post-test measures by the *Tennessee Self Concept Scale)*, and (2) in rating their own school's guidance services, project students will report that they perceive a higher level of helpfulness from a school under advisement structure when compared to a control group's ratings of only counselor-provided service. The project is a Title IV-C validated project.

Career development activities are included in the advisement program. Five booklets are available to help an agency develop an advisement process.

Just a Little Care . . . The Advisor's Role
Goals and Guidelines, an implementation guide,
From Here to There, an inservice manual,
Discussions and Things, an advisor's calendar, and
. . . To Do, an Advisement activity book.

TO ORDER, CONTACT:

Mary Louise Hawkins
Ferguson Reorganized School District RII
Teacher Center
1248 North Florissant Road
Ferguson, Missouri 63135

DESCRIPTION

CAREER PASSPORTS: THE JOB CONNECTION

Career Passports: The Job Connection describes a process and a document which records young people's work and non-work experiences that contribute to their employability. The illustrated paperback details the development of three demonstration Career Passport Projects carried out through a contract administered by the National Institute for Work and Learning. In each community employers, teachers, counselors, and trainers helped design the projects.

Through Career Passport Projects young people think through their experiences in school, in sports and hobbies, in volunteer activities, and in home responsibilities. They discover that those activities have taught them skills employers are looking for, such as punctuality, responsibility, cooperation, budgeting, or car maintenance. Armed with a Career Passport, a youth has the information at hand to fill out a job application, knows what to expect in a job interview, and has the confidence of having skills and experience to offer an employer.

Written by the Director of the Career Passport Project, the book provides background on the Career Passport idea, offers a look at the three Passport Projects in Worcester, Massachusetts; Lexington, Kentucky; and Santa Clara County, California; and suggests adaptations of the basic idea for other communities and populations, such as women returning to work and community college students. *Career Passports* also has appendixes containing materials that have been field tested and are in use in the three communities.

As a detailed report of a successful approach to the problem of youth unemployment, *Career Passports* is intended for all adults who help young people with their career and educational planning, and with the difficult task of getting a job.

COST: $5.00 per copy.

TO ORDER, CONTACT:

National Institute for Work and Learning
1211 Connecticut Avenue, N.W., Suite 301
Washington, D.C. 20036

RELATED PROJECTS

DESCRIPTION

IT'S YOUR CAREER—PLAN IT!

It's Your Career—Plan It! has been developed for ninth grade students. Activities have been identified for teachers and counselors to carry out in the affective areas of career education: self-awareness, decision-making, attitudes, career exploration, and career planning.

The program was directed by two principles: that the career guidance experiences essential for every ninth grade student be set forth in a sequential program and that the program be functional.

The results of the project are presented in the Guide, *It's Your Career—Plan It!* Included are student objectives which focus upon the key aspects of career development and corresponding strategies, resources, and evaluations.

TO ORDER, CONTACT:

Division of Student Services
Room 1523
Dade County Public Schools
1410 N. E. 2nd Avenue
Miami, Florida 33133

DESCRIPTION

THE VOCATIONAL ACTION PLAN STUDENT WORKBOOK and COUNSELORS GUIDE

William M. Bloomfield

The Vocational Action Plan (VAP) shows young people where to begin—with themselves. In a relaxed, non-threatening setting, counselors guide them through exercises in which they assess their skills, interests, strengths and areas for improvement. They define what work and a "good job" really means to them—security, money, prestige, potential, enjoyment or to gain experience.

Through VAP, they learn about various careers and the skills and training they require. When the participants try to match themselves to the work that interests them, the gaps that appear will point the way for further education or training. They learn to make decisions about themselves and their futures and to set career goals.

VAP is also a practical approach to job hunting. After discovering how they appear to others in specially designed workshop exercises, the participants can work together to learn ways of presenting a more positive image. They will develop a complete job search plan including completing job applications and preparing resumes. Role playing sessions can offer participants a chance to rehearse interviewing skills and to see themselves from the other side of the desk.

VAP is a plan of action with each step clearly mapped out. Counselors and other young people in the group are there to offer support and help keep them from getting lost along the way.

Tested for over four years by nearly 3,000 participants in such programs as YETP, CETA, YSEP, and SPEDY as well as private and public institutions, VAP is a critical success in helping young people focus on career goals and improve their employability by attaining specific job search skills.

Although targeted to young people 16-23, VAP's flexibility makes it equally effective with older groups. VAP can be used by both college and non-college bound high school students, those interested in part-time work, dropouts, youth at risk, institutionalized youth and unemployed teens and adults.

COST: $8.50 per copy. Discounts for multiple copies.

TO ORDER, CONTACT:

Publications
William Bloomfield & Associates, Inc.
90 Park Street, Suite 22
Brookline, Massachusetts 02146

APPENDIX A

INDIVIDUALIZED CAREER PLANNING: INVESTING IN THE FUTURE

Tom Boldrey

Preparing people for the future is the ultimate goal of formal education. Within the broad spectrum of education, an infinite number of changes have been implemented to meet individual needs while simultaneously responding to the collective needs of society. Pluralistic democracy accentuates the diversity of American education. The free enterprise competitive society is based upon the creation of new products and new processes. Although the rapid changes are the foundation of the American economic system, they also serve as obstacles for the educational system by increasing the difficulty of synchronizing the educational system with individual and societal needs.

The educational system has responded to the diverse needs of learners by creating a plethora of programs, courses and services. With this differentiation of formal education, new problems have been created: coordination, collaboration, and cooperation. If effectiveness and efficiency are to be achieved in education, priority must be given to the ways and means that promote coordination, collaboration, and cooperation. This need is particularly important during times of decreasing financial resources for education. The need is also apparent as organizations other than schools become involved with education and employment training.

Since there can be no blueprints developed for the future and since each individual is uniquely different, the complexity of preparing people for the future is evident. Students continue to proclaim their need for career planning assistance. As many as 75% of high school students want help with their career planning according to research by American College Testing Service.

The need for Individualized Career Plans (ICP) is clear and the need is growing. The parameters and purposes of Individualized Career Planning needs to be clear not only to enhance communication but to foster commitment to this comprehensive set of activities. Clarity about the nature of Individualized Career Planning is needed in order for educational resources to be used as resources instead of as inert elements.

First and foremost, Individualized Career Planning focuses on the *individual*. It is not a group plan nor a plan for a group. Individualized Career Planning is inherently a student centered process. Therefore, what makes one individual plan different from another is the consequence of individual uniqueness. ICP positively values the unique capabilities, the diverse goals, and the multiple learning styles of individuals. Although students can enhance their talents and reach career/life goals that are compatible with their personal assets without formalizing career plans, they are not likely to effectively or efficiently utilize the potential educational resources that are available.

Career planning is not a new concept, but the value and implications of career planning are newly rediscovered. The term *career* is used to refer to the myriad of life roles one has during a lifetime. *Planning* is defined as the attempt to deal holistically with a system of problems. A system of problems related to career planning may be viewed as a set of questions. These may be urgent questions or they may be ambiguous questions that are the initial part of an inquiry. ICP provides the structure and fosters the processes that are inherent to problem solving and decision making. Likewise ICP serves as a catalyst for utilizing feedback to modify interests, goals, and the means by which to pursue them.

The twentieth century world is vastly more interdependent than any previous time. It is no longer rational to search for a single or permanent solution to a question or problem. The rapid rate of change coupled with the unpredictable erratic nature of change mandates that career/life planning is a continuous event. People are expected to change jobs at least eight times during their lives. Each new job requires changes in skills and knowledge. Life long learning is no longer just an abstract idea; it is a concrete reality. The rate of change taking place is now having more impact on us both individually and collectively than the content of the change.

Educators and employers decry the lack of motivation to learn and the lack of motivation to perform quality work. Hans Selye, a noted authority on stress, suggests that this loss of motivation is correlated to the uncertainty of career/life goals. Earlier in societal history, personal goals were dictated by our societal roles. Today the situation has reversed. Our personal goals determine our roles. Individualized Career Planning is responsive to these concerns as it facilitates but does not dictate what a person does with his/her life. Career/life goals must be articulated before criteria can be applied for judging the effectiveness or efficiency of how time, energy, and resources are being utilized.

In Alice's *Adventures in Wonderland*, the cat discusses future planning with Alice.

> "Would you tell me please, which way I ought to go from here?" "That depends a good deal on where you want to get to," said the cat. "I don't much care where so long as I get somewhere," Alice added as an explanation. "Oh, you are sure to do that," said the cat, "if you only walk long enough."

Which way you go depends upon where you want to get to. ICP is a structure and process that helps students find answers to questions about where they are, where they want to go, and how they can get there.

Educators have the responsibility to structure the learning environment so that learners can utilize experiences as a basis for future planning. The role of education and the role of educators is to reduce the noneducational and miseducative experiences. The Individualized Career Plan becomes the organizing tool for monitoring and documenting student experiences.

When the educator's function is to increase the efficiency of learning, the value of Individualized Career Plans becomes paramount. The role of career planning is diffused throughout the staff instead of being centralized. Career planning becomes an integral part of all classes and all learning instead of part of the periphery. Individualized Career Planning is not something brand new. Some components of it are likely to be in operation in most educational agencies. What may be missing is the interrelationship between the parts (i.e., a comprehensive approach to self assessment, short and long range career-related goal setting, action planning, monitoring, and documenting learner progress.)

Learners need to be held accountable for their actions just as educators must be held accountable. ICP provides easily accessible documentation of the student's interests and the degree to which these are pursued. The ICP is an amendable comprehensive plan of action that includes specification of all the educational and related preparation that will be taken in order to reach career/life goals.

The Individualized Career Planning process verifies that students have adequate knowledge about the educational programs, courses, and services that are available to them. The more systematic this verification process becomes, the less difficulty students will have selecting courses, activities, and services that the schools sponsor. When students complete a comprehensive plan that includes definitive steps for acquiring the skills and knowledge needed for a career, remediating weaknesses, and accentuating personal assets, learning becomes more efficient. At the same time, it gains more relevancy for the learner.

Just as the roles and responsibilities of workers are in a constant state of flux, so are the aspirations, interests, and career plans of many school age youth. The roles and responsibilities of teachers and counselors must also change to keep pace with the students' changes. Individualized Career Planning is based upon these realities and takes them into account. As school staff work with students on their Individualized Career Plans, the roles and responsibilities of counselors, advisors, and teachers can be clarified to benefit the student. In the processes of delineating and carrying out an Individualized Career Plan, students learn skills that employers verify as being critical to becoming a productive worker: responsibility, trustworthiness, and problem solving. Students learn the consequence of their actions and they learn to positively value their own personal assets.

Individualized Career Planning is a good investment. It is an investment in our nation's most valuable resource—people.

APPENDIX B

ICP FIELD TEST SITES

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Genoa Kingston High School
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Roxana, IL 62084

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Board of Education City of Chicago
228 North LaSalle
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Richton Park, IL 60471

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200 North Springer
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Gary McNaught
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1110 Fletcher Lane
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Hal Anderson
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Shawnee College Road
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Robert Parker, Ardis Hamagel
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Grayslake, IL 60030

Curtis Miller
Five County Vocational System
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Tamms, IL 62988

Edith Miller
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1959 N. Waukegan Road
Deerfield, IL 60015

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Edwardsville, IL 62025

Gary Vaughn/David Neice
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APPENDIX C

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